

## **WISSAHICKON SD**

601 Knight Rd

Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

The mission of the Wissahickon School District - a learning community where diversity is valued, and equity is an ongoing commitment - is to empower each student and staff member to excel to their fullest potential and meaningfully contribute to the greater community.

### **VISION STATEMENT**

“Belong, Inspire, Engage, Excel” - A learning community where all students and staff feel a sense of belonging and are inspired to engage and excel to their fullest potential.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

We believe all students and staff will: develop healthy identities; value diversity and inclusivity; maintain positive relationships; feel and show empathy for others; achieve personal and collective goals; make responsible and caring decisions; and contribute to safe and just communities.

### **STAFF**

All staff will provide a supportive and inclusive environment where all students and staff will feel a sense of belonging and dignity is honored. We believe all staff will: develop healthy identities; value diversity and inclusivity; maintain positive relationships; feel and show empathy for others; achieve personal and collective goals; make responsible and caring decisions; and contribute to safe and just communities.

### **ADMINISTRATION**

To foster belonging, equity, and inclusion in our schools, all administrators will create a learning community in which all students and staff are valued, inspired, and treated with dignity while ensuring equitable outcomes. We believe all administrators will: develop healthy identities; value diversity and inclusivity; maintain positive relationships; feel and show empathy for others; achieve personal and collective goals; make responsible and caring decisions; and contribute to safe and just communities.

### **PARENTS**

By focusing on belonging, equity, and inclusion, we aspire to create a community where everyone can thrive as their authentic selves and where students can harness their strengths, student agency, and cultural competency to be global citizens. We believe all parents/caregivers will: develop healthy identities; value diversity and inclusivity; maintain positive relationships; feel and show empathy for others; achieve personal and collective goals; make responsible and caring decisions; and contribute to safe and just communities.

### **COMMUNITY**

Our community is our partner on the journey to improve and sustain equity in our educational system. We believe all community members will: develop healthy identities; value diversity and inclusivity; maintain positive relationships; feel and show empathy for others; achieve personal and collective goals; make responsible and caring decisions; and contribute to safe and just communities.

**OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
James A. Crisfield	Administrator	Wissahickon School District
Mwenyewe Dawan	Administrator	Wissahickon School District
Wade Coleman	Administrator	Wissahickon School District
Danielle Hey	Administrator	Wissahickon School District
Jennifer Schmidt	Administrator	Wissahickon School District
Kelle Heim McCloskey	Administrator	Wissahickon School District
Keziah La Torre	Administrator	Wissahickon School District
John McGowan	Administrator	Wissahickon School District
Beth Bauer	Administrator	Wissahickon School District
Jason Bialka	Administrator	Wissahickon School District
Lynne Blair	Administrator	Wissahickon School District
Angela Farlow	Administrator	Wissahickon School District
Susan Kanopka	Administrator	Wissahickon School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Paula Venezia	Administrator	Wissahickon School District
Shannon Franczkowski	Administrator	Wissahickon School District
Karen Haney	Administrator	Wissahickon School District
James Kelly	Administrator	Wissahickon School District
Lisa Kelly	Administrator	Wissahickon School District
Whit Yost	Administrator	Wissahickon School District
Kate Jacovino	Administrator	Wissahickon School District
Katie Maahs	Administrator	Wissahickon School District
Ryan Wilson	Administrator	Wissahickon School District
Joe Antonio	Board Member	Wissahickon School District
David Frank	Board Member	Wissahickon School District
Paul Badger	Board Member	Wissahickon School District
Felicia Glover	Staff Member	Wissahickon School District
Helen Lee	Staff Member	Wissahickon School District
Logan Wilson	Community Member	Wissahickon School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Gianni Hall	Student	Wissahickon School District
Anthony Horton	Community Member	Wissahickon School District
Shyanne Torres	Community Member	Wissahickon School District
Toni Reed	Parent	Wissahickon School District
Danielle Duckett	Community Member	Wissahickon School District
Kwan Morrow	Parent	Wissahickon School District
Jamiylah Cooper-Burns	Parent	Wissahickon School District
Nia Murray	Student	Wissahickon School District
Jessica Brasch	Staff Member	Wissahickon School District
Amanda Cooper	Staff Member	Wissahickon School District
Stephanie Lesiter	Staff Member	Wissahickon School District
Maria Cherigo	Staff Member	Wissahickon School District
Marissa Samit	Staff Member	Wissahickon School District
Shawn Lewis	Staff Member	Wissahickon School District
Monica Surhoff	Staff Member	Wissahickon School District

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Tishara O'Brien	Staff Member	Wissahickon School District
Lisa Lattimore	Staff Member	Wissahickon School District
Karah Barrist	Staff Member	Wissahickon School District
Angela Walden	Staff Member	Wissahickon School District
Bret Queenan	Student	Wissahickon School District
Camryn McKnight	Student	Wissahickon School District
Aaron Rouse	Student	Wissahickon School District
Mia Owusu-Antwi	Student	Wissahickon School District

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>Culturally responsive teaching builds on students' prior cultural knowledge, making connections between what is known and what is to be taught; fosters belongingness, which has a direct impact on student performance; embraces an asset-based mindset; cultivates a student-centered and student-engaged classroom; and maintains high expectations for all students. We must ensure teachers' pedagogical approaches in our classrooms focus on creating an educational environment that is culturally responsive.</p>	<p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p>
<p>The Wissahickon School District is actively pursuing a culture of belonging for staff and students, which is a critical element for ensuring equity in education. Belonging is the extent to which people feel personally appreciated, validated, accepted, and treated fairly within an environment. Research shows students are more likely to be motivated, engaged, resilient, and successful in school if they feel like they belong in school (Cobb &amp; Krownapple, 2019). We must assess and monitor the degree to which students, staff, and parents/caregivers in our district perceive a sense of belonging.</p>	<p>School climate and culture  Regular Attendance</p>
<p>The Wissahickon School District has standards-aligned curriculum in place in all content areas and has taken steps to evaluate and redesign standards-aligned assessments, particularly in English-Language Arts and Mathematics. We will continue to build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. We will continue to support faculty in implementing differentiated instruction; teachers must employ a variety of strategies and tools to meet the needs of all learners and use data to make instructional decisions daily. We must continue to support faculty and administrators in implementing high-leverage instructional practices through our MTSS (Multi-Tiered System of Supports) framework.</p>	<p>English Language Arts  Mathematics</p>



## ACTION PLAN AND STEPS

### Evidence-based Strategy

Professional Learning

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Arts	Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%.
Mathematics	Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Differentiated Instruction "Refresher" Professional Learning Sessions	2022-08-29 - 2023-06-23	Dr. Jennifer Schmidt, Director of Teaching and Learning	Materials for PD Sessions; Ongoing Coaching Support
Assessment Literacy Professional Learning Sessions	2022-08-29 - 2023-06-23	Dr. Jennifer Schmidt, Director of Teaching and Learning	Materials for PD Sessions; Ongoing Coaching Support

### Anticipated Outcome

Teachers will increase their use of differentiated instruction in classrooms. Teachers will use assessment data to inform daily instructional practices and identify students' needs for targeted interventions. Development of performance-based tasks that assess deeper learning.

## Monitoring/Evaluation

Monitoring by Building Administrators; Department of Teaching and Learning. Discussion and reflection among teachers in grade level meetings.

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### Evidence-based Strategy

Culturally Responsive Pedagogy

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Belonging, Equity, and Inclusion	100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments.
English Language Arts	Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%.
Mathematics	Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%.
Culturally Responsive Teaching	100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue Professional Learning Sessions focused on	2022-08-29 -	Ms. Keziah La Torre, Director	Materials for PD Sessions;

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Equity, Inclusive Practices, and Culturally Responsive Teaching	2025-06-27	of Equity and Cultural Responsiveness	Ongoing Coaching Support
Continue with Curriculum Equity Audit	2022-08-29 - 2025-06-27	Dr. Jennifer Schmidt, Director of Teaching and Learning	Curriculum Equity Audit Tool

**Anticipated Outcome**

Each professional development opportunity will offer layered activities to support and foster equity and inclusion among students, staff, and administration. Our district-wide learning opportunities, along with our school-based learning sessions, will work in alignment to help staff understand how to create equitable environments and outcomes that support all students’ academic, social-emotional, and behavioral success. Revision of curriculum units in content areas (including Mathematics and ELA) that reflect deeper learning principles and include culturally relevant materials. Development of assessments that measure deeper learning. Design of units of instruction that allow all learners to access relevant and meaningful content that lead to higher levels of engagement and learning

**Monitoring/Evaluation**

Monitoring by Building Administrators; District Administrators; Department of Teaching and Learning. Discussion and reflection among teachers in grade level meetings. Ongoing informal and formal observations; review of revised curriculum materials; and results on classroom-based and standardized assessments.

**Evidence-based Strategy**

Multi-Tiered Systems of Support (MTSS)

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Belonging, Equity, and Inclusion	100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments.
English Language Arts	Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%.
Mathematics	Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%.
Culturally Responsive Teaching	100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Explore and adopt data collection system, and develop systematic data analysis protocols to support decision making within the MTSS framework.	2022-08-29 - 2023-06-23	Dr. Kelle Heim-McCloskey, Director of Student Services	Data Collection System; Data Analysis Protocols; Materials for PD Sessions; Support from MCIU & PaTTAN MTSS Facilitators
Re-establish and/or create building-based MTSS teams and conduct Professional Development sessions for building-based teams.	2022-08-29 - 2023-06-23	Dr. Kelle Heim-McCloskey, Director of Student Services	Materials for PD Sessions; Ongoing Coaching Support; Support from MCIU & PaTTAN MTSS Facilitators
Differentiated Instruction "Refresher" Professional	2022-08-29 -	Dr. Jennifer	Materials for PD Sessions; Ongoing

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Learning Sessions	2023-06-23	Schmidt, Director of Teaching and Learning	Coaching Support
Refine the Child Study Team (CST) process K-12.	2022-08-29 - 2023-06-23	Dr. Kelle Heim-McCloskey, Director of Student Services	Materials for PD Sessions; Ongoing Coaching Support; Support from MCIU & PaTTAN MTSS Facilitators

**Anticipated Outcome**

Improve MTSS (Multi-Tiered Systems of Support) framework by strengthening academic, behavioral, and social-emotional core instruction and interventions to support students' needs. Teachers will increase their use of differentiated instruction in classrooms and use assessment data to inform daily instructional practices and identify students' needs for targeted interventions.

**Monitoring/Evaluation**

Monitoring by Building Administrators; District Administrators; Discussion and reflection among teachers in grade level meetings. Ongoing monitoring and evaluation of MTSS framework and results on classroom-based and standardized assessments.

**Evidence-based Strategy**

Restorative Practices

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Belonging, Equity, and Inclusion	100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments.
Suspension Rates	Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system.
Culturally Responsive Teaching	100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional learning to develop common understanding regarding the principles of and purpose for implementing Restorative Practices. Determine structural processes and changes required for implementing Restorative Practices.	2022-08-29 - 2023-06-23	Ms. Keziah La Torre, Director of Equity and Cultural Responsiveness	Materials for PD Sessions; Ongoing Coaching Support; External Restorative Practices Consultant/Trainer
Restorative Practices training will continue with the cohort model while also building capacity for developing internal Restorative Practices leaders who can continue with facilitating internal trainings until all staff are trained.	2022-08-29 - 2025-06-27	Ms. Keziah La Torre, Director of Equity and Cultural Responsiveness	Materials for PD Sessions; Ongoing Coaching Support; External Restorative Practices Consultant/Trainer
Professional learning to highlight results of Code of Conduct	2022-08-29 -	Ms. Keziah La	Materials for PD Sessions;

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Microstudy analysis and relevant action steps.	2022-10-28	Torre, Director of Equity and Cultural Responsiveness	Ongoing Coaching Support; External Consultant for Code of Conduct Microstudy
Identify necessary revisions in Code of Conduct (K-12) to support school level implementation of Restorative Practices	2022-08-29 - 2023-06-23	Ms. Keziah La Torre, Director of Equity and Cultural Responsiveness	Materials for PD Sessions; Ongoing Coaching Support; External Consultant for Code of Conduct Microstudy; External Restorative Practices Consultant/Trainer
Implement Restorative Practices in all schools and all classrooms	2022-08-29 - 2025-06-27	Ms. Keziah La Torre, Director of Equity and Cultural Responsiveness	Materials for PD Sessions; Ongoing Coaching Support; External Restorative Practices Consultant/Trainer

**Anticipated Outcome**

Improvements in relationships among students and teachers, and increase in positive student behaviors.

**Monitoring/Evaluation**

Collect and analyze data to determine effectiveness of implementation.



## Evidence-based Strategy

Social and Emotional Learning

## Measurable Goals

### Goal Nickname

### Measurable Goal Statement (Smart Goal)

Belonging, Equity, and Inclusion

100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments.

Suspension Rates

Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system.

English Language Arts

Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%.

Mathematics

Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%.

Culturally Responsive Teaching

100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations.

### Action Step

### Anticipated Start/Completion

### Lead Person/Position

### Materials/Resources/Supports Needed

Continue Professional Learning Sessions focused on Social and Emotional Learning

2022-08-29 -  
2025-06-27

Ms. Keziah La Torre,  
Director of Equity and  
Cultural Responsiveness

Materials for PD Sessions;  
Ongoing Coaching Support



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Continue to assess and monitor the degree to which students, staff, and parents/caregivers in our district perceive a sense of belonging.	2022-08-29 - 2025-06-27	Ms. Keziah La Torre, Director of Equity and Cultural Responsiveness	Materials for PD Sessions; Ongoing Coaching Support

### Anticipated Outcome

Anticipated outcomes are improved self-concept and perception of others; increased connection to the school community; increase in positive social behavior; improvements in academic performance; and reduced behavioral concerns and emotional conflict.

### Monitoring/Evaluation

Collect and analyze data to determine effectiveness of implementation.

### Evidence-based Strategy

Culturally Responsive Positive Behavioral Interventions and Supports (PBIS)

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Belonging, Equity, and Inclusion	100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments.
Suspension Rates	Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

measured by data collected from the district's student information system.

Culturally Responsive Teaching

100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Assess current systems (and implement new systems where needed) for data-based decision making to support the needs of students in order to promote positive behavior and a positive classroom climate.

2022-08-29 - 2025-06-27

Dr. Kelle Heim-McCloskey, Director of Student Services

Materials for PD Sessions; Ongoing Coaching Support; Support from MCIU & PaTTAN Pa PBIS Facilitators

Professional Learning Sessions focused on the Integration of Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Trauma Informed Teaching and Social and Emotional Learning (which all work together to build safer more effective schools)

2022-08-29 - 2025-06-27

Dr. Kelle Heim-McCloskey, Director of Student Services

Materials for PD Sessions; Ongoing Coaching Support; Support from MCIU & PaTTAN Pa PBIS Facilitators

**Anticipated Outcome**

Clear, consistent routines and expectations that lead to better functioning classroom and school communities

## Monitoring/Evaluation

Collect and analyze data to determine effectiveness of implementation.

### Evidence-based Strategy

Language and Literacy Acquisition

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
English Language Arts	Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%.
Culturally Responsive Teaching	100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Professional Learning Sessions focused on early literacy skills development; Five Components of Reading -Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension;	2022-08-29 - 2025-06-27	Dr. Jennifer Schmidt, Director of Teaching and Learning	Materials for PD Sessions; Ongoing Coaching Support; Support from External Foundations Consultant/Trainer;
Meeting the Needs of English Learners; Culturally Responsive	2022-08-29 -	Dr. Jennifer	Materials for PD Sessions; Ongoing

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teaching Practices	2025-06-27	Schmidt, Director of Teaching and Learning	Coaching Support; Support from IU Title III Consortium Lead/Program Consultant

### Anticipated Outcome

The research-based approach of Foundations and its extensive program materials will allow K-2 teachers to confidently facilitate a structured reading and spelling curriculum using engaging, multisensory techniques. Being fully literate in the 21st century requires that students read, write, and communicate at high levels to construct meaning from and across multiple sources, including print and non-print, and to communicate ideas orally and in writing. All teachers will develop students' complex literacy skills to be future-ready and make meaningful contributions to society. All teachers will build on students' individual and cultural experiences and their prior knowledge, incorporate culturally relevant resources, and make learning contextual. All teachers will deliver differentiated, high-quality language and literacy instruction to ELs with varying levels of intensity, including a focus on social and academic language development, strategies to support academic success in the classroom, and the role of native and English language proficiency in reading achievement.

### Monitoring/Evaluation

Collect and analyze data to determine effectiveness of implementation.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Professional Learning	Differentiated Instruction "Refresher"	08/29/2022 - 06/23/2023
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		Professional Learning Sessions	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Professional Learning	Assessment Literacy	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		Professional Learning Sessions	06/23/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Culturally Responsive Pedagogy	Continue Professional Learning Sessions	08/29/2022 - 06/27/2025
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)		focused on Equity, Inclusive	
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		Practices, and Culturally	
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)		Responsive Teaching	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Culturally Responsive Pedagogy	Continue with	08/29/2022
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)		Curriculum Equity	-
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		Audit	06/27/2025
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Multi-Tiered Systems of Support (MTSS)	Explore and adopt data collection system, and	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)		develop	06/23/2023
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		systematic data analysis protocols	
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)		to support decision making within the MTSS framework.	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Multi-Tiered	Differentiated Instruction	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Systems of Support (MTSS)	"Refresher" Professional Learning Sessions	06/23/2023
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Multi-Tiered	Re-establish and/or create	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Systems of Support (MTSS)	building-based MTSS teams and	06/23/2023
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		conduct	
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)		Professional Development sessions for building-based teams.	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Multi-Tiered	Refine the Child Study Team (CST)	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Systems of Support	process K-12.	06/23/2023
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)	(MTSS)		
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Professional learning to develop common understanding regarding the principles of and purpose for implementing Restorative Practices. Determine structural processes and changes required for implementing Restorative Practices.	08/29/2022 - 06/23/2023
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Restorative Practices training will continue with the cohort model while also building capacity for developing internal Restorative Practices leaders who can continue with facilitating internal trainings until all staff are trained.	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Professional learning to highlight results of Code of Conduct Microstudy analysis and relevant action steps.	08/29/2022 - 10/28/2022
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	Restorative Practices	Identify necessary revisions in Code of Conduct (K-12) to support school level implementation of Restorative Practices	08/29/2022 - 06/23/2023



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Implement Restorative Practices in all schools and all classrooms	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Social and Emotional Learning	Continue	08/29/2022
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)		Professional Learning Sessions focused on Social and Emotional Learning	-
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)			
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Social and Emotional Learning	Continue to assess and monitor the degree to which students, staff, and parents/caregivers in our district perceive a sense of belonging.	08/29/2022
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			-
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)			06/27/2025
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Culturally Responsive Positive Behavioral Interventions and Supports (PBIS)	Assess current systems (and implement new systems where needed) for data-based decision making to support the needs of students in order to promote positive behavior and a positive classroom climate.	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Culturally Responsive Positive Behavioral Interventions and Supports (PBIS)	Professional Learning Sessions focused on the Integration of Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Trauma Informed Teaching and Social and Emotional Learning (which all work together to build safer more effective schools)	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p>	<p>Language and Literacy Acquisition</p>	<p>Professional Learning Sessions focused on early literacy skills development; Five Components of Reading - Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension;</p>	<p>08/29/2022 - 06/27/2025</p>
<p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Language and Literacy	Meeting the Needs of English Learners;	08/29/2022
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)	Acquisition	Culturally Responsive Teaching Practices	06/27/2025

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Professional Learning	Differentiated Instruction	08/29/2022
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		"Refresher" Professional Learning Sessions	- 06/23/2023



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Professional Learning	Assessment Literacy	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		Professional Learning Sessions	06/23/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Culturally Responsive Pedagogy	Continue Professional Learning Sessions	08/29/2022 - 06/27/2025
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)		focused on Equity, Inclusive	
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		Practices, and Culturally Responsive	
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)		Teaching	

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Culturally Responsive Pedagogy	Continue with Curriculum Equity Audit	08/29/2022
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)			-
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)			06/27/2025
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	<p>Multi-Tiered Systems of Support (MTSS)</p>	<p>Explore and adopt data collection system, and develop systematic data analysis protocols to support decision making within the MTSS framework.</p>	<p>08/29/2022 - 06/23/2023</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Multi-Tiered	Differentiated Instruction	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Systems of Support (MTSS)	"Refresher" Professional Learning Sessions	06/23/2023
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Multi-Tiered	Re-establish and/or create	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Systems of Support (MTSS)	building-based MTSS teams and conduct	06/23/2023
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		Professional Development sessions for	
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)		building-based teams.	

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Multi-Tiered	Refine the Child Study Team (CST)	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Systems of Support (MTSS)	process K-12.	06/23/2023
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Professional learning to develop common understanding regarding the principles of and purpose for implementing Restorative Practices.	08/29/2022 -
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)		Determine structural processes and changes required for implementing Restorative Practices.	06/23/2023
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Restorative Practices training will continue with the cohort model while also building capacity for developing internal Restorative Practices leaders who can continue with facilitating internal trainings until all staff are trained.	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Professional learning to highlight results of Code of Conduct Microstudy analysis and relevant action steps.	08/29/2022 - 10/28/2022
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Identify necessary revisions in Code of Conduct (K-12) to support school level implementation of Restorative Practices	08/29/2022 - 06/23/2023
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Implement Restorative Practices in all	08/29/2022 -
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)		Practices in all schools and all classrooms	06/27/2025
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Social and Emotional Learning	Continue Professional Learning Sessions	08/29/2022 -
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)		Learning Sessions focused on Social and Emotional Learning	06/27/2025
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)			
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Social and Emotional Learning	Continue to assess and monitor the degree to which students, staff, and parents/caregivers in our district perceive a sense of belonging.	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)			
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Culturally Responsive Positive Behavioral Interventions and Supports (PBIS)	Assess current systems (and implement new systems where needed) for data-based decision making to support the needs of students in order to promote positive behavior and a positive classroom climate.	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Culturally Responsive Positive Behavioral Interventions and Supports (PBIS)	Professional Learning Sessions focused on the Integration of Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Trauma Informed Teaching and Social and Emotional Learning (which all work together to build safer more effective schools)	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p>	<p>Language and</p>	<p>Professional Learning Sessions</p>	<p>08/29/2022 -</p>
<p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	<p>Literacy Acquisition</p>	<p>focused on early literacy skills development; Five Components of Reading - Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension;</p>	<p>06/27/2025</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Language and	Meeting the Needs of English Learners;	08/29/2022 -
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)	Literacy Acquisition	Culturally Responsive Teaching Practices	06/27/2025

## **APPROVALS & SIGNATURES**

### **Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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School Board Minutes or Affirmation Statement

2022-06-06

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### **Signature (Entered Electronically and must have access to web application).**

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Chief School Administrator

James A. Crisfield

2022-08-03

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

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Every student is required to complete career awareness and preparation, career retention, and entrepreneurship exposure by the end of their junior year.

The annual Wissahickon Middle School Career Day provides all middle school students with the opportunity to learn about many different professions.

The District's commitment to professional learning, collaboration, and best practices to ensure each and every learner experiences success is a strength.

The inclusive and culturally responsive curriculum, along with the curriculum review process, plays an integral role in developing meaningful and rich ELA experiences for all learners.

The District engages students in a rigorous research-based educational program that will prepare them for the twentieth-first century, and the district curriculum is strategically aligned with the Pennsylvania Core and Academic Standards as well as National Standards.

Teachers use a range of assessment measures to monitor both student learning and refine instruction to meet student needs and

### Challenges

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The District will continue to monitor and manage the best approaches to ensure that all students' artifacts are collected.

Examining transitions in learning, whether new students entering the district or learners shifting to middle school and then high school, to ensure that no gaps or inequities in learning experiences exist.

Examining transitions in learning, whether new students entering the district or learners shifting to middle school and then high school, to ensure that no gaps or inequities in learning experiences exist.

Examining transitions in learning, whether new students entering the district or learners shifting to middle school and then high school, to ensure that no gaps or inequities in learning experiences exist.

A challenge is capturing sufficient PVAAS data for the student group identified as English Learners.

The district will continue to employ formative and summative assessments and enrichment opportunities to address learners' needs in English, Math, and Science.

## Strengths

promote their achievement.

The District's commitment to professional learning, collaboration, and best practices to ensure each and every learner experiences success is a strength.

Engineering and Math (STEM) instruction begins in elementary school with dedicated Maker Space areas for students to learn innovation, design and collaboration skills. All students participate in computer science and coding activities.

Teachers use a range of assessment measures to monitor both student learning and refine instruction to meet student needs and promote their achievement.

The District engages students in a rigorous research-based educational program that will prepare them for the twentieth-first century, and the district curriculum is strategically aligned with the Pennsylvania Core and Academic Standards as well as National Standards.

The District engages students in a rigorous research-based educational program that will prepare them for the twentieth-first century, and the district curriculum is strategically aligned with the Pennsylvania Core and Academic Standards as well as National Standards.

Throughout the year, Elementary students are assessed to identify

## Challenges

Increase the performance of all students (and all subgroups) on state assessments in Math, at least 10% along with continuing professional learning opportunities.

Increase the performance of all students (and all subgroups) on state assessments in Science, at least 10% along with continuing professional learning opportunities.

Increase the performance of all students (and all subgroups) on state assessments in ELA, at least 10% along with continuing professional learning opportunities.

The Wissahickon School District has standards-aligned curriculum in place in all content areas and has taken steps to evaluate and redesign standards-aligned assessments, particularly in English-Language Arts and Mathematics. As we work to continue to build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning, we have provided all faculty and administrators staff with high quality training on differentiated instruction. Faculty have developed a variety of strategies and tools to meet the needs of all learners and continue to learn how to use data to make instructional decisions daily. We will continue to support district and school administrators, as well as faculty, on implementing high-leverage instructional practices through our MTSS (Multi-Tiered System of Supports) framework.

## Strengths

their individual strengths and areas of need. An array of formal and informal classroom measures is used to inform individual and whole class instruction; leveled groupings, and necessary interventions.

Dedicated learning spaces, such as the middle school MakerSpace, give students the opportunity to learn science, technology, engineering, art and math skills through engaging, hands-on activities.

The attendance for the student group identified as English Learners is high and will have a continuing impact on their accessing meaningful learning experiences.

The district's continuing focus on educational programming for students with disabilities that enables, empowers, and meets the academic, physical, social, behavioral, and emotional needs of every student is having a positive impact.

The inclusive and culturally responsive curriculum, along with the curriculum review process, plays an integral role in developing meaningful and rich ELA experiences for all learners.

Teachers use a range of assessment measures to monitor both student learning and refine instruction to meet student needs and promote their achievement.

Despite a Pandemic, specific subgroups are still demonstrating

## Challenges

The Wissahickon School District coordinates fiscal resources from local, state, and federal programs to achieve the district's goals and priorities. These include using ESSER (Elementary and Secondary School Emergency Relief) funds to address students' academic, social-emotional, and mental health needs; and IDEA (Individuals with Disabilities in Education Act) funds to support the needs in our special education programs. The district also employs a rigorous process for identifying and seeking approval for any new programs or major items requested to ensure these items are aligned with our district's goals and priorities for equity in education. We understand the importance of ensuring our decisions regarding the allocation of resources are data driven. We will continue to support the professional development of school and district administrators in further honing their skills for data-based decisions.

Examining transitions in learning, whether new students entering the district or learners shifting to middle school and then high school, to ensure that no gaps or inequities in learning experiences exist.

The District will continue to monitor and manage the best approaches to ensure that all students' artifacts are collected.

A challenge is capturing sufficient PVAAS data for the student group identified as English Learners. In reviewing the data patterns, attendance and access to technology presented

## Strengths

growth, proficiency, and advancement on state and local assessments. However, the Pandemic's impact on other subgroups' state and local performance must also be noted, specifically for those who have been historically marginalized.

The Wissahickon School District establishes and maintains a focused system for continuous improvement and ensures organizational coherence in a variety of ways, including cohesive monthly Leadership Council Meetings with administrators, including cabinet members; monthly Directors' Meetings with all directors and assistant superintendent; monthly Elementary and Secondary Principals Meetings, which includes all principals, directors, and assistant superintendent; monthly Equity Leadership Learning Sessions with all administrators; and weekly Cabinet meetings. Additionally, the district has a variety of steering committees, which consists of administrators and faculty, support staff, students, and parents/guardians, to support our concerted efforts to move the district forward. These meetings include opportunities to review and analyze our collective efforts across the district; participate in professional learning; and solicit and offer feedback/input for constant growth. These are examples of ways we focus on continuous improvement and organizational coherence.

The Wissahickon School District coordinates and monitors support aligned with students' and families' needs by offering a variety of services, including afterschool programs, summer programs,

## Challenges

students with challenges, especially at the secondary level. Although English Language Learner specialists worked with families to ensure students received hot spots and attended school, these aspects presented challenges for our learners.

Increase the performance of all students (and all subgroups) on state assessments in Math and Science at least 10%.

Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%.

## Strengths

mental health services onsite in schools, parent/guardian workshop series on mental health, social-emotional learning, academic support, and technology. The district also partners with local businesses, community organizations, and other agencies to meet the needs of the district, including our partnerships with retired community members, Montgomery County Intermediate Unit, Wissahickon Valley Water Shed, Trumark Credit Union Financial Fair, We Care Program, Maddi Dixon Food Bank, Art in the Bank and Coffee Shops in Ambler, local police departments, Whitpain Recreational & Parks, and local libraries.

The Wissahickon School district recruits and retains fully credentialed, experienced and high-quality leaders and teachers. Furthermore, our collective goal is to ensure our teaching staff mirrors our student body in terms of demographic composition. This requires employing a variety of recruitment and retention strategies, including actively working to ensure new educators feel welcome and supported and develop a sense of belonging in our district. We are also engaged in extensive professional development to support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities, which includes a focus on culturally responsive teaching, social-emotional learning, equity leadership, and MTSS (Multi-Tiered Systems of Support).

The District engages students in a rigorous research-based



## Strengths

educational program that will prepare them for the twentieth-first century, and the district curriculum is strategically aligned with the Pennsylvania Core and Academic Standards as well as National Standards.

Throughout the year, Elementary students are assessed to identify their individual strengths and areas of need. An array of formal and informal classroom measures is used to inform individual and whole class instruction; leveled groupings, and necessary interventions.

Dedicated learning spaces, such as the middle school MakerSpace, give students the opportunity to learn science, technology, engineering, art and math skills through engaging, hands-on activities.

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## Most Notable Observations/Patterns

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The Wissahickon School District has standards-aligned curriculum in place in all content areas and has taken steps to evaluate and redesign standards-aligned assessments, particularly in English-Language Arts and Mathematics. As we work to continue to build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning, we have provided all faculty and administrators staff with high quality training on differentiated instruction. Faculty have developed a variety of strategies and tools to meet the needs of all learners and continue to learn how to use data to make instructional decisions daily. We will continue to support district and school administrators, as well as faculty, on implementing high-leverage instructional practices through our MTSS (Multi-Tiered System of Supports) framework.

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### Challenges

### Discussion Point

### Priority for Planning

Examining transitions in learning, whether new students entering the district or learners shifting to middle school and then high school, to ensure that no gaps or inequities in learning experiences exist.

The Wissahickon School District is actively pursuing a culture of belonging for staff and students, which is a critical element for ensuring equity in education. Belonging is the extent to which people feel personally appreciated, validated, accepted, and treated fairly within an environment. Research shows students are more likely to be motivated, engaged, resilient, and successful in school if they feel like they belong in school (Cobb & Krownapple, 2019). We must assess and monitor the degree to which students, staff, and parents/caregivers in our district perceive a sense of belonging.

Increase the

Culturally responsive teaching builds on students' prior cultural knowledge, making

Challenges	Discussion Point	Priority for Planning
<p>performance of all students (and all subgroups) on state assessments in Math and Science at least 10%.</p>	<p>connections between what is known and what is to be taught; fosters belongingness, which has a direct impact on student performance; embraces an asset-based mindset; cultivates a student-centered and student-engaged classroom; and maintains high expectations for all students. We must ensure teachers' pedagogical approaches in our classrooms focus on creating an educational environment that is culturally responsive.</p>	
<p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%.</p>	<p>The Wissahickon School District has standards-aligned curriculum in place in all content areas and has taken steps to evaluate and redesign standards-aligned assessments, particularly in English-Language Arts and Mathematics. We will continue to build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning. We will continue to support faculty in implementing differentiated instruction; teachers must employ a variety of strategies and tools to meet the needs of all learners and use data to make instructional decisions daily. We must continue to support faculty and administrators in implementing high-leverage instructional practices through our MTSS (Multi-Tiered System of Supports) framework.</p>	

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## ADDENDUM B: ACTION PLAN

### Action Plan: Professional Learning

Action Steps	Anticipated Start/Completion Date	
Differentiated Instruction "Refresher" Professional Learning Sessions	08/29/2022 - 06/23/2023	
Monitoring/Evaluation	Anticipated Output	
Monitoring by Building Administrators; Department of Teaching and Learning. Discussion and reflection among teachers in grade level meetings.	Teachers will increase their use of differentiated instruction in classrooms. Teachers will use assessment data to inform daily instructional practices and identify students' needs for targeted interventions. Development of performance-based tasks that assess deeper learning.	
Material/Resources/Supports Needed	PD Step	Comm Step
Materials for PD Sessions; Ongoing Coaching Support	yes	yes

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**Action Steps****Anticipated Start/Completion Date**

Assessment Literacy Professional Learning Sessions

08/29/2022 - 06/23/2023

**Monitoring/Evaluation****Anticipated Output**

Monitoring by Building Administrators; Department of Teaching and Learning. Discussion and reflection among teachers in grade level meetings.

Teachers will increase their use of differentiated instruction in classrooms. Teachers will use assessment data to inform daily instructional practices and identify students' needs for targeted interventions. Development of performance-based tasks that assess deeper learning.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support

yes

yes

**Action Plan: Culturally Responsive Pedagogy**

**Action Steps****Anticipated Start/Completion Date**

Continue Professional Learning Sessions focused on Equity, Inclusive Practices, and Culturally Responsive Teaching

08/29/2022 - 06/27/2025

**Monitoring/Evaluation****Anticipated Output**

Monitoring by Building Administrators; District Administrators; Department of Teaching and Learning. Discussion and reflection among teachers in grade level meetings. Ongoing informal and formal observations; review of revised curriculum materials; and results on classroom-based and standardized assessments.

Each professional development opportunity will offer layered activities to support and foster equity and inclusion among students, staff, and administration. Our district-wide learning opportunities, along with our school-based learning sessions, will work in alignment to help staff understand how to create equitable environments and outcomes that support all students' academic, social-emotional, and behavioral success. Revision of curriculum units in content areas (including Mathematics and ELA) that reflect deeper learning principles and include culturally relevant materials. Development of assessments that measure deeper learning. Design of units of instruction that allow all learners to access relevant and meaningful content that lead to higher levels of engagement and learning

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Continue with Curriculum Equity Audit

08/29/2022 - 06/27/2025

**Monitoring/Evaluation****Anticipated Output**

Monitoring by Building Administrators; District Administrators; Department of Teaching and Learning. Discussion and reflection among teachers in grade level meetings. Ongoing informal and formal observations; review of revised curriculum materials; and results on classroom-based and standardized assessments.

Each professional development opportunity will offer layered activities to support and foster equity and inclusion among students, staff, and administration. Our district-wide learning opportunities, along with our school-based learning sessions, will work in alignment to help staff understand how to create equitable environments and outcomes that support all students' academic, social-emotional, and behavioral success. Revision of curriculum units in content areas (including Mathematics and ELA) that reflect deeper learning principles and include culturally relevant materials. Development of assessments that measure deeper learning. Design of units of instruction that allow all learners to access relevant and meaningful content that lead to higher levels of engagement and learning

**Material/Resources/Supports Needed****PD Step****Comm Step**

Curriculum Equity Audit Tool

yes

yes

**Action Plan: Multi-Tiered Systems of Support (MTSS)**

**Action Steps****Anticipated Start/Completion Date**

Explore and adopt data collection system, and develop systematic data analysis protocols to support decision making within the MTSS framework.

08/29/2022 - 06/23/2023

**Monitoring/Evaluation****Anticipated Output**

Monitoring by Building Administrators; District Administrators; Discussion and reflection among teachers in grade level meetings. Ongoing monitoring and evaluation of MTSS framework and results on classroom-based and standardized assessments.

Improve MTSS (Multi-Tiered Systems of Support) framework by strengthening academic, behavioral, and social-emotional core instruction and interventions to support students' needs. Teachers will increase their use of differentiated instruction in classrooms and use assessment data to inform daily instructional practices and identify students' needs for targeted interventions.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Data Collection System; Data Analysis Protocols; Materials for PD Sessions; Support from MCIU & PaTTAN MTSS Facilitators

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Re-establish and/or create building-based MTSS teams and conduct Professional Development sessions for building-based teams.

08/29/2022 - 06/23/2023

**Monitoring/Evaluation****Anticipated Output**

Monitoring by Building Administrators; District Administrators; Discussion and reflection among teachers in grade level meetings. Ongoing monitoring and evaluation of MTSS framework and results on classroom-based and standardized assessments.

Improve MTSS (Multi-Tiered Systems of Support) framework by strengthening academic, behavioral, and social-emotional core instruction and interventions to support students' needs. Teachers will increase their use of differentiated instruction in classrooms and use assessment data to inform daily instructional practices and identify students' needs for targeted interventions.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support; Support from MCIU & PaTTAN MTSS Facilitators

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Differentiated Instruction "Refresher" Professional Learning Sessions

08/29/2022 - 06/23/2023

**Monitoring/Evaluation****Anticipated Output**

Monitoring by Building Administrators; District Administrators; Discussion and reflection among teachers in grade level meetings. Ongoing monitoring and evaluation of MTSS framework and results on classroom-based and standardized assessments.

Improve MTSS (Multi-Tiered Systems of Support) framework by strengthening academic, behavioral, and social-emotional core instruction and interventions to support students' needs. Teachers will increase their use of differentiated instruction in classrooms and use assessment data to inform daily instructional practices and identify students' needs for targeted interventions.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Refine the Child Study Team (CST) process K-12.

08/29/2022 - 06/23/2023

**Monitoring/Evaluation****Anticipated Output**

Monitoring by Building Administrators; District Administrators; Discussion and reflection among teachers in grade level meetings. Ongoing monitoring and evaluation of MTSS framework and results on classroom-based and standardized assessments.

Improve MTSS (Multi-Tiered Systems of Support) framework by strengthening academic, behavioral, and social-emotional core instruction and interventions to support students' needs. Teachers will increase their use of differentiated instruction in classrooms and use assessment data to inform daily instructional practices and identify students' needs for targeted interventions.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support; Support from MCIU &amp; PaTTAN MTSS Facilitators

yes

yes

**Action Plan: Restorative Practices**

**Action Steps****Anticipated Start/Completion Date**

Professional learning to develop common understanding regarding the principles of and purpose for implementing Restorative Practices. Determine structural processes and changes required for implementing Restorative Practices.

08/29/2022 - 06/23/2023

**Monitoring/Evaluation****Anticipated Output**

Collect and analyze data to determine effectiveness of implementation.

Improvements in relationships among students and teachers, and increase in positive student behaviors.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support; External Restorative Practices Consultant/Trainer

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Restorative Practices training will continue with the cohort model while also building capacity for developing internal Restorative Practices leaders who can continue with facilitating internal trainings until all staff are trained.

08/29/2022 - 06/27/2025

**Monitoring/Evaluation****Anticipated Output**

Collect and analyze data to determine effectiveness of implementation.

Improvements in relationships among students and teachers, and increase in positive student behaviors.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support; External Restorative Practices Consultant/Trainer

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Professional learning to highlight results of Code of Conduct Microstudy analysis and relevant action steps.

08/29/2022 - 10/28/2022

**Monitoring/Evaluation****Anticipated Output**

Collect and analyze data to determine effectiveness of implementation.

Improvements in relationships among students and teachers, and increase in positive student behaviors.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support; External Consultant for Code of Conduct Microstudy

yes

yes



**Action Steps****Anticipated Start/Completion Date**

Identify necessary revisions in Code of Conduct (K-12) to support school level implementation of Restorative Practices

08/29/2022 - 06/23/2023

**Monitoring/Evaluation****Anticipated Output**

Collect and analyze data to determine effectiveness of implementation.

Improvements in relationships among students and teachers, and increase in positive student behaviors.

**Material/Resources/Supports Needed**

**PD Step**      **Comm Step**

Materials for PD Sessions; Ongoing Coaching Support; External Consultant for Code of Conduct Microstudy; External Restorative Practices Consultant/Trainer

yes      yes



**Action Steps****Anticipated Start/Completion Date**

Implement Restorative Practices in all schools and all classrooms

08/29/2022 - 06/27/2025

**Monitoring/Evaluation****Anticipated Output**

Collect and analyze data to determine effectiveness of implementation.

Improvements in relationships among students and teachers, and increase in positive student behaviors.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support; External Restorative Practices Consultant/Trainer

yes

yes

**Action Plan: Social and Emotional Learning**



**Action Steps****Anticipated Start/Completion Date**

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Continue Professional Learning Sessions focused on Social and Emotional Learning

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08/29/2022 - 06/27/2025

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**Monitoring/Evaluation****Anticipated Output**

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Collect and analyze data to determine effectiveness of implementation.

Anticipated outcomes are improved self-concept and perception of others; increased connection to the school community; increase in positive social behavior; improvements in academic performance; and reduced behavioral concerns and emotional conflict.

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**Material/Resources/Supports Needed****PD Step****Comm Step**

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Materials for PD Sessions; Ongoing Coaching Support

yes

yes

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**Action Steps****Anticipated Start/Completion Date**

Continue to assess and monitor the degree to which students, staff, and parents/caregivers in our district perceive a sense of belonging.

08/29/2022 - 06/27/2025

**Monitoring/Evaluation****Anticipated Output**

Collect and analyze data to determine effectiveness of implementation.

Anticipated outcomes are improved self-concept and perception of others; increased connection to the school community; increase in positive social behavior; improvements in academic performance; and reduced behavioral concerns and emotional conflict.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support

yes

yes

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**Action Plan: Culturally Responsive Positive Behavioral Interventions and Supports (PBIS)**

**Action Steps****Anticipated Start/Completion Date**

Assess current systems (and implement new systems where needed) for data-based decision making to support the needs of students in order to promote positive behavior and a positive classroom climate.

08/29/2022 - 06/27/2025

**Monitoring/Evaluation****Anticipated Output**

Collect and analyze data to determine effectiveness of implementation.

Clear, consistent routines and expectations that lead to better functioning classroom and school communities

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support; Support from MCIU & PaTTAN Pa PBIS Facilitators

yes

yes

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**Action Steps****Anticipated Start/Completion Date**

Professional Learning Sessions focused on the Integration of Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Trauma Informed Teaching and Social and Emotional Learning (which all work together to build safer more effective schools)

08/29/2022 - 06/27/2025

**Monitoring/Evaluation****Anticipated Output**

Collect and analyze data to determine effectiveness of implementation.

Clear, consistent routines and expectations that lead to better functioning classroom and school communities

**Material/Resources/Supports Needed****PD Step****Comm Step**

Materials for PD Sessions; Ongoing Coaching Support; Support from MCIU & PaTTAN Pa PBIS Facilitators

yes

yes

**Action Plan: Language and Literacy Acquisition**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>		
Professional Learning Sessions focused on early literacy skills development; Five Components of Reading -Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension;	08/29/2022 - 06/27/2025		
<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>		
Collect and analyze data to determine effectiveness of implementation.	The research-based approach of Foundations and its extensive program materials will allow K-2 teachers to confidently facilitate a structured reading and spelling curriculum using engaging, multisensory techniques. Being fully literate in the 21st century requires that students read, write, and communicate at high levels to construct meaning from and across multiple sources, including print and non-print, and to communicate ideas orally and in writing. All teachers will develop students' complex literacy skills to be future-ready and make meaningful contributions to society. All teachers will build on students' individual and cultural experiences and their prior knowledge, incorporate culturally relevant resources, and make learning contextual. All teachers will deliver differentiated, high-quality language and literacy instruction to ELs with varying levels of intensity, including a focus on social and academic language development, strategies to support academic success in the classroom, and the role of native and English language proficiency in reading achievement.		
<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>	
Materials for PD Sessions; Ongoing Coaching Support; Support from External Foundations Consultant/Trainer;	yes	yes	



<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Meeting the Needs of English Learners; Culturally Responsive Teaching Practices	08/29/2022 - 06/27/2025

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Collect and analyze data to determine effectiveness of implementation.	The research-based approach of Foundations and its extensive program materials will allow K-2 teachers to confidently facilitate a structured reading and spelling curriculum using engaging, multisensory techniques. Being fully literate in the 21st century requires that students read, write, and communicate at high levels to construct meaning from and across multiple sources, including print and non-print, and to communicate ideas orally and in writing. All teachers will develop students' complex literacy skills to be future-ready and make meaningful contributions to society. All teachers will build on students' individual and cultural experiences and their prior knowledge, incorporate culturally relevant resources, and make learning contextual. All teachers will deliver differentiated, high-quality language and literacy instruction to ELs with varying levels of intensity, including a focus on social and academic language development, strategies to support academic success in the classroom, and the role of native and English language proficiency in reading achievement.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
Materials for PD Sessions; Ongoing Coaching Support; Support from IU Title III Consortium Lead/Program Consultant	yes	yes







## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Professional Learning	Differentiated Instruction	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		"Refresher" Professional Learning Sessions	06/23/2023
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Professional Learning	Assessment Literacy	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		Professional Learning Sessions	06/23/2023
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Culturally Responsive Pedagogy	Continue Professional Learning Sessions	08/29/2022 -
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)		Learning Sessions focused on Equity, Inclusive Practices, and Culturally Responsive Teaching	06/27/2025
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
and classroom observations. (Culturally Responsive Teaching)			
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	Culturally Responsive Pedagogy	Continue with Curriculum Equity Audit	08/29/2022 - 06/27/2025
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	Multi-Tiered Systems of Support (MTSS)	Explore and adopt data collection system, and develop systematic data analysis protocols to support decision making within the MTSS framework.	08/29/2022 - 06/23/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline	
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Multi-Tiered Systems of Support (MTSS)	Differentiated Instruction	08/29/2022 -	
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)		"Refresher" Professional Learning Sessions	06/23/2023	
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)				
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)				
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Multi-Tiered Systems of Support (MTSS)	Re-establish and/or create building-based MTSS teams and	08/29/2022 -	
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)		conduct	06/23/2023	
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		Professional Development sessions for		
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)		building-based teams.		
100% of students and staff will indicate feeling welcome, valued, and a sense of	Multi-Tiered	Refine the Child	08/29/2022	

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	Systems of Support (MTSS)	Study Team (CST) process K-12.	- 06/23/2023
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	Restorative Practices	Professional learning to develop common understanding regarding the principles of and purpose for implementing Restorative Practices. Determine structural processes and changes required	08/29/2022 - 06/23/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	for implementing Restorative Practices.	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)	Restorative Practices	Restorative Practices training will continue with the cohort model while also building capacity for developing internal Restorative Practices leaders who can continue with facilitating internal trainings until all staff are trained.	08/29/2022 - 06/27/2025
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)	Restorative Practices	Restorative Practices training will continue with the cohort model while also building capacity for developing internal Restorative Practices leaders who can continue with facilitating internal trainings until all staff are trained.	08/29/2022 - 06/27/2025
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Professional learning to highlight results of Code of Conduct Microstudy analysis and	08/29/2022 - 10/28/2022
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)	Restorative Practices	Professional learning to highlight results of Code of Conduct Microstudy analysis and	08/29/2022 - 10/28/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)		relevant action steps.	
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Identify necessary revisions in Code of Conduct (K-12) to support school level implementation of Restorative Practices	08/29/2022 - 06/23/2023
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Implement Restorative Practices in all schools and all classrooms	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Social and Emotional Learning	Continue Professional Learning Sessions focused on Social and Emotional Learning	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)			
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Social and Emotional Learning	Continue to assess and monitor the degree to which students, staff, and parents/caregivers in our district perceive a sense of belonging.	08/29/2022 - 06/27/2025
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)			
Increase the performance of all students (and all subgroups) on state assessments in			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Math at least 10%. (Mathematics)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>			
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	<p>Culturally Responsive Positive Behavioral Interventions and Supports (PBIS)</p>	<p>Assess current systems (and implement new systems where needed) for data-based decision making to support the needs of students in order to promote positive behavior and a positive classroom climate.</p>	<p>08/29/2022 - 06/27/2025</p>
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)</p>	<p>Culturally Responsive Positive Behavioral Interventions and Supports</p>	<p>Professional Learning Sessions focused on the Integration of Restorative Practices, Positive</p>	<p>08/29/2022 - 06/27/2025</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)	(PBIS)	Behavioral Interventions and Supports (PBIS), Trauma Informed Teaching and Social and Emotional Learning (which all work together to build safer more effective schools)	
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Language and Literacy Acquisition	Professional Learning Sessions focused on early literacy skills development; Five Components of Reading - Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension;	08/29/2022 - 06/27/2025
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Language and Literacy Acquisition	Meeting the Needs of English Learners; Culturally Responsive Teaching Practices	08/29/2022 - 06/27/2025
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Differentiated Instruction "Refresher"	K-12 Staff and Administrators	Differentiated Instruction

  

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will increase their use of differentiated instruction in classrooms.	08/29/2022 - 06/23/2023	Dr. Jennifer Schmidt, Director of Teaching and Learning

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Teaching Diverse Learners in an Inclusive Setting  
Teaching Diverse Learners in an Inclusive Setting

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Assessment Literacy

K-12 Staff and Administrators

Using Assessments to Improve Student Learning

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Teachers will use assessment data to inform daily instructional practices and identify students' needs for targeted interventions. Development of performance-based tasks that assess deeper learning.

08/29/2022 - 06/23/2023

Dr. Jennifer Schmidt, Director of Teaching and Learning

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
Culturally Responsive Pedagogy	K-12 Staff and Administrators	Equity, Inclusive Practices, and Culturally Responsive Teaching

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of culturally responsive teaching practices	08/29/2022 - 06/27/2025	Ms. Keziah La Torre, Director of Equity and Cultural Responsiveness

**Danielson Framework Component Met in this Plan:** **This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Equity Audit	K-12 Staff and Administrators	Curriculum Equity & Using the Curriculum Audit Tool

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Revision of curriculum units in content areas (including Mathematics and ELA) that reflect deeper learning principles and include culturally relevant materials.	08/29/2022 - 06/27/2025	Dr. Jennifer Schmidt, Director of Teaching and Learning

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

MTSS is Equity

K-12 Staff and Administrators

Understanding MTSS as a Framework for Equity in Education; Role and Expectations for Building-based MTSS Teams; Role of Differentiation Instruction in MTSS; Role and Responsibilities of Child Study Teams in an Effective MTSS Framework

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Improve MTSS (Multi-Tiered Systems of Support) framework by strengthening academic, behavioral, and social-emotional core instruction and interventions to support students' needs. Teachers will increase their use of differentiated instruction in classrooms and use assessment data to inform daily instructional practices and identify students' needs for targeted interventions.

08/29/2022 - 06/23/2023

Dr. Kelle Heim-McCloskey,  
Director of Student Services

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Teaching Diverse Learners in an Inclusive Setting  
Teaching Diverse Learners in an Inclusive Setting  
Teaching Diverse Learners in an Inclusive Setting

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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Restorative Practices	K-12 Staff and Administrators	Understanding the Principles of and Purpose for Implementing Restorative Practices; Restorative Practices in Action; Code of Conduct Microstudy Results

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Improvements in relationships among students and teachers; increase in positive student behaviors; reduction in suspension rates.	08/29/2022 - 06/27/2025	Ms. Keziah La Torre, Director of Equity and Cultural Responsiveness

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
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<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Social and Emotional Learning	K-12 Staff and Administrators	Social and Emotional Learning; Culturally Responsiveness; Understanding SEL Competencies; SEL in Action--Making Moves in Elementary; SEL in Action--Making Moves in Secondary; Belongingness

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Improved self-concept and perception of others; increased connection to the school community; increase in positive social behavior; improvements in academic performance; and reduced behavioral concerns and emotional conflict.	08/29/2022 - 06/27/2025	Ms. Keziah La Torre, Director of Equity and Cultural Responsiveness

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Professional Development Step	Audience	Topics of Prof. Dev
Culturally Responsive Positive Behavioral Interventions and Supports (PBIS)	K-12 Staff and Administrators	Understanding Culturally Responsive Positive Behavioral Interventions and Supports (PBIS); Data-based Decision Making in PBIS; Integration of Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Trauma Informed Teaching, and Social and Emotional Learning

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Clear, consistent routines and expectations that lead to better functioning classroom and school communities; reduction in suspension rates	08/29/2022 - 06/27/2025	Dr. Kelle Heim-McCloskey, Director of Student Services

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Fundations, K-2

K-2 Staff and Elementary-Level Administrators

Fundations

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**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Fundations program will be implemented with fidelity in grades K-2.

08/29/2022 - 06/23/2023

Dr. Jennifer Schmidt, Director of Teaching and Learning

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**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

Language and Literacy Acquisition for All Students  
Language and Literacy Acquisition for All Students

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**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

ELA Collaborative Curriculum Development

Grades 3-12

Five Components of Reading -Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension; Reading and Writing in Science and Social Studies



Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of a literacy framework developed and implemented.	08/29/2022 - 06/27/2025	Dr. Jennifer Schmidt, Director of Teaching and Learning

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Language and Literacy Acquisition for All Students Language and Literacy Acquisition for All Students

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Professional Development Step	Audience	Topics of Prof. Dev
Supporting English Learners' Language Acquisition	All K-12 Staff	Providing differentiated, high-quality language and literacy instruction with varying levels of intensity; a focus on social and academic language development; language acquisition, and the role of English language proficiency in reading achievement. Activate prior knowledge, make learning contextual, and incorporate culturally relevant resources.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Strategies implemented to support language development in all classrooms.	08/29/2022 - 06/27/2025	Dr. Jennifer Schmidt, Director of Teaching and Learning

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

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Language and Literacy Acquisition for All Students

Language and Literacy Acquisition for All Students

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## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Professional Learning	Differentiated Instruction	2022-08-29 - 2023-06-23
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		"Refresher" Professional Learning Sessions	
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Professional Learning	Assessment Literacy	2022-08-29 - 2023-06-23
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		Professional Learning Sessions	
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Culturally Responsive Pedagogy	Continue	2022-08-29 - 2025-06-27
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)		Professional Learning Sessions	
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)		focused on Equity, Inclusive Practices, and Culturally Responsive Teaching	
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>and classroom observations. (Culturally Responsive Teaching)</p> <p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	Culturally Responsive Pedagogy	Continue with Curriculum Equity Audit	2022-08-29 - 2025-06-27
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	Multi-Tiered Systems of Support (MTSS)	Explore and adopt data collection system, and develop systematic data analysis protocols to support decision making within the MTSS framework.	2022-08-29 - 2023-06-23

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	Multi-Tiered Systems of Support (MTSS)	Differentiated Instruction "Refresher" Professional Learning Sessions	2022-08-29 - 2023-06-23
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	Multi-Tiered Systems of Support (MTSS)	Re-establish and/or create building-based MTSS teams and conduct Professional Development sessions for building-based teams.	2022-08-29 - 2023-06-23
100% of students and staff will indicate feeling welcome, valued, and a sense of	Multi-Tiered	Refine the Child	2022-08-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p> <p>Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	Systems of Support (MTSS)	Study Team (CST) process K-12.	29 - 2023-06-23
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	Restorative Practices	Professional learning to develop common understanding regarding the principles of and purpose for implementing Restorative Practices. Determine structural processes and changes required	2022-08-29 - 2023-06-23

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	for implementing Restorative Practices.	2022-08-29 - 2025-06-27
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)	Restorative Practices	Restorative Practices training will continue with the cohort model while also building capacity for developing internal Restorative Practices leaders who can continue with facilitating internal trainings until all staff are trained.	2022-08-29 - 2025-06-27
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)	Restorative Practices	Restorative Practices training will continue with the cohort model while also building capacity for developing internal Restorative Practices leaders who can continue with facilitating internal trainings until all staff are trained.	2022-08-29 - 2025-06-27
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Professional learning to highlight results of Code of Conduct Microstudy analysis and	2022-08-29 - 2022-10-28
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)	Restorative Practices	Professional learning to highlight results of Code of Conduct Microstudy analysis and	2022-08-29 - 2022-10-28

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)		relevant action steps.	
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Identify necessary revisions in Code of Conduct (K-12) to support school level implementation of Restorative Practices	2022-08-29 - 2023-06-23
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Restorative Practices	Implement Restorative Practices in all schools and all classrooms	2022-08-29 - 2025-06-27
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Social and Emotional Learning	Continue Professional Learning Sessions focused on Social and Emotional Learning	2022-08-29 - 2025-06-27
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)			
Increase the performance of all students (and all subgroups) on state assessments in Math at least 10%. (Mathematics)			
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			
100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)	Social and Emotional Learning	Continue to assess and monitor the degree to which students, staff, and parents/caregivers in our district perceive a sense of belonging.	2022-08-29 - 2025-06-27
Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)			
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)			
Increase the performance of all students (and all subgroups) on state assessments in			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Math at least 10%. (Mathematics)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>			
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	<p>Culturally Responsive Positive Behavioral Interventions and Supports (PBIS)</p>	<p>Assess current systems (and implement new systems where needed) for data-based decision making to support the needs of students in order to promote positive behavior and a positive classroom climate.</p>	<p>2022-08-29 - 2025-06-27</p>
<p>100% of students and staff will indicate feeling welcome, valued, and a sense of belonging as measured on survey instruments. (Belonging, Equity, and Inclusion)</p> <p>Reduce overall suspension rates by 50% and eliminate disproportionate suspension rates for subgroups as measured by data collected from the district's student information system. (Suspension Rates)</p>	<p>Culturally Responsive Positive Behavioral Interventions and Supports</p>	<p>Professional Learning Sessions focused on the Integration of Restorative Practices, Positive</p>	<p>2022-08-29 - 2025-06-27</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)	(PBIS)	Behavioral Interventions and Supports (PBIS), Trauma Informed Teaching and Social and Emotional Learning (which all work together to build safer more effective schools)	
Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)	Language and Literacy Acquisition	Professional Learning Sessions focused on early literacy skills development; Five Components of Reading - Phonics, Phonemic Awareness, Vocabulary, Fluency, and Comprehension;	2022-08-29 - 2025-06-27
100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase the performance of all students (and all subgroups) on state assessments in English Language Arts at least 10%. (English Language Arts)</p> <p>100% of teachers will employ strategies in alignment with culturally responsive teaching practices, as measured by self-reported data collected on survey instruments and classroom observations. (Culturally Responsive Teaching)</p>	<p>Language and Literacy Acquisition</p>	<p>Meeting the Needs of English Learners; Culturally Responsive Teaching Practices</p>	<p>2022-08-29 - 2025-06-27</p>

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Professional Learning	K-12 Staff, Administrators, District Community	<p>Differentiated Instruction; Equity, Inclusive Practices, and Culturally Responsive Teaching; Curriculum Equity Audit; Restorative Practices; Assessment Literacy; Code of Conduct Microstudy Results; Belongingness; Social and Emotional Learning; Positive Behavioral Interventions and Supports (PBIS); Integration of Restorative Practices, Positive Behavioral Interventions and Supports (PBIS), Trauma Informed Teaching and Social and Emotional Learning; Foundations</p>

**Anticipated Timeframe**

08/29/2022 - 06/27/2025

**Frequency**

Ongoing

**Delivery Method**

Email

**Lead Person/Position**

Dr. Mwenyewe Dawan, Assistant Superintendent

**Communication Step**

Systemic Change and Equity

**Audience**K-12 Staff, Administrators, District  
Community**Topics/Message of Communication**MTSS Framework; Child Study Team Process;  
Belongingness; Code of Conduct Revisions for  
Restorative Practices**Anticipated Timeframe**

08/29/2022 - 06/27/2025

**Frequency**

Ongoing

**Delivery Method**

Email

**Lead Person/Position**

Dr. Mwenyewe Dawan, Assistant Superintendent

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Board Workshop	Comprehensive Plan: Goals and Strategies	In-person	Students, Staff,	April, May,
Meetings Public Board	Comprehensive Plan: Mission, Vision, and Shared	presentation	Parents, Community	and June
Meetings	Values		Members	2022

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